

# ESSENTIALS OF SPELLING

## PART ONE

PEARSON  
AND  
SUZZALLO

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WATERMARK

# ESSENTIALS OF SPELLING

BY

HENRY CARR PEARSON

PRINCIPAL OF HORACE MANN SCHOOL  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

AND

HENRY SUZZALLO

PRESIDENT OF UNIVERSITY OF WASHINGTON  
SOMETIME PROFESSOR OF THE PHILOSOPHY OF EDUCATION  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

PART ONE



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## THE PEARSON AND SUZZALLO SPELLERS

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**Essentials of Spelling**

**For Grades Two to Eight**

**TWO-BOOK EDITION:**

**Essentials of Spelling, Part One**

**For Grades Two to Four**

**Essentials of Spelling, Part Two**

**For Grades Five to Eight**

**THREE-BOOK EDITION:**

**Essentials of Spelling, Lower Grades**

**For Grades Two to Four**

**Essentials of Spelling, Middle Grades**

**For Grades Five and Six**

**Essentials of Spelling, Higher Grades**

**For Grades Seven to Nine**

**Adapted for use in Junior High Schools**

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ESSENTIALS OF SPELLING, PART ONE

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## DIRECTIONS FOR TEACHERS

**Method.** — It has been proved by careful experimentation<sup>1</sup> that class drill under the direction of the teacher is more efficient than individual study by the unsupervised pupil. The time on the daily program devoted to spelling should be spent largely on class drill under the direction of the teacher; in other words, it should be devoted to *teaching* rather than to *testing*. The following procedure for the spelling period is suggested, but there should be sufficient change to insure variety.

In each group of words (in the Second, Third, Fourth, Fifth, and Sixth Grades) the two *new* words of the lesson are indicated by heavy type, while the review words appear in ordinary type. Write one of the two new words on the blackboard in its normal form and teach it in accordance with the following plan. Then erase it and write the other word, teaching it in the same way.

(a) While writing the word, pronounce it distinctly.

(b) Develop the meaning orally, either by calling on the pupils for a sentence using the word, or by giving such a sentence or the definition of the word.

(c) Show the syllables into which the word is divided, either by drawing vertical lines between the syllables or by covering parts of the word so as to expose only one syllable at a time. Call on pupils to spell orally by syllables. Have them indicate the part of the word that presents difficulties, or the part of the word they already know.

<sup>1</sup> See the *Teachers College Record*, January, 1912.

(d) Have the pupils write the word on practice paper several times, spelling it quietly as they write.

(e) Allow the class a moment in which to look at the word again, and then have them close their eyes and try to visualize it. Use other devices of a similar nature. Provide considerable repetition, both oral and written.

After the second word is erased, the complete list of new and review words in the day's lesson should be studied from the book. Allow the class three or four minutes for independent study of this whole list, urging each pupil to spend the most time on the words he thinks difficult. The time for this independent study should be limited so that every pupil will attend vigorously and intensively. Call upon pupils individually and in concert to spell the whole list without looking at the book. Refer them to the book again when they hesitate. After this short period of intensive study, dictate all the words to the class, *using each word in a sentence first*, then pronouncing it alone, distinctly.

**Special Recommendations.** — (1) Have each pupil keep in a notebook an alphabetical list of troublesome individual words, and see that he reviews this frequently. Occasionally test him on this list.

(2) The teacher should form a class list of troublesome words and have frequently a review lesson (with class drill) on these words.

(3) In the general reviews of all words taught some form of competition is desirable, such as spelling matches or team contests, with permanent records kept of team results.

(4) Beginning with the Fourth Grade the habit of going to the dictionary to verify the spelling or pronunciation

of a word should be urged, and appropriate class exercises in the use of the dictionary should be systematically given.

(5) An important duty of the teacher is to develop a *spelling consciousness*. This may be secured by making the pupil feel that he should look over all written work to discover spelling errors, and that he should verify the spelling of a doubtful word from the dictionary or from some person before attempting to write it. Discourage guessing.

(6) Do not waste time during the spelling period in developing the definition of a word that is fairly well understood by the class. The contextual use of the word in a variety of good sentences is a good and brief method of teaching its meaning. The class period should give a large amount of varied drill in the actual spelling of the new words of the lesson.

(7) The emphasis with younger children should be upon an auditory method of drill and with older children upon a visual method, but no single method should be used exclusively. The pupil should *see, hear, pronounce, and write*.

(8) Remember that repetition should be accompanied by attention, and that motivation lessens the need of repetition; hence the folly of requiring pupils "to write a word twenty-five times" mechanically.

(9) It is advisable to teach short groups of words in their natural relations.

too cold

to school

two boys

there is

their mother

ought to have gone

This is true particularly of homonyms.

(10) Avoid calling attention unnecessarily to the wrong form; for example, never say "Do not use two *l*'s in *until*," but say rather "Notice the one *l* in *until*."

**Conduct of Review Lessons.** — Some form of competition will furnish a desirable stimulus in reviews. This rivalry may be between two groups or teams in a room, each with its chosen captain, or between two rooms, or each pupil may compete against his own record. In the latter case, charts showing the weekly or monthly progress of each pupil should be posted in a conspicuous place in the classroom. If these reviews are written, which as a rule is advisable, the words should be dictated in sentences or connected discourse. The short sentences for dictation found in the textbook may be used for this purpose, or the teacher may formulate a new context.

Occasional oral spelling contests furnish a desirable variation. In the conduct of spelling matches avoid the danger (*a*) of giving the poor spellers the least drill, and (*b*) of having incorrect spellings repeated too often. This may be done by the teacher's spelling the word correctly orally and in writing, when a child misspells, and crediting the opposite side with one point. The teacher may then require the child to write the misspelled word on a slip of paper, allowing him to remain in line so as to secure the benefit of further drill with his team. At the end of the contest, the pupils who have slips of paper may be called up by the teacher for individual drill on the words they missed.

**How the Book May Be Used.** — (1) If it is apparent to the teacher that her class needs drill on about all the words given in the text for their grade, the order of the book

should be followed. In Grades Two to Six the words in each group under the Arabic numbers are designed for a day's lesson, the words in heavy type being the new words for intensive study, and the others being review words. These should be studied by the method described above. Each lesson called "Dictation Review" reviews the new words of the preceding four lessons as well as many important words previously taught. The sentences for Dictation Review furnish appropriate material for testing these review words. At the end of each two months' work a summary of all words presented in that period is given, and enough time should be spent on this list to insure thorough mastery by all the class. Again at the end of each half year's work a careful review of these words should be made. A list of the words taught in each half grade is printed at the end of the book, arranged in alphabetical order. Beginning with the Fourth Grade, dictionary markings are added, so that these half-yearly review lists may be consulted at any time for the correct pronunciation of a word. The pupils should be taught the use of the diacritic marks, as a preparation for using the dictionary.

(2) If it is apparent that a considerable number of the words assigned to a grade are already known by a majority of the class, it is obviously a waste of time and effort to drill upon all words alike. Under such conditions the wise teacher will first find what words the class already knows and then concentrate her attention on those words that require special drill. Such a procedure requires skill and adaptability on the part of the teacher, but is highly effective. The teacher may first test her class upon the eight

new words of a given week by means of the sentences under Dictation Review. Then class and individual drill may be given to those words that are apparently unknown. If, however, it is desirable to have the preliminary test cover a larger unit of work, the bi-monthly review list can be used, all the dictation sentences of that interval serving as material for the initial test. The words that need special emphasis will thus be revealed, and appropriate drill upon them should follow. The teacher will probably find many words that should be taught to all her pupils by the class-drill method, while others that present special difficulties to certain pupils only should be studied by them independently. Much of the time saved by such a method should be spent in teaching the class the words from the supplementary lists of the proper grade. A complete system of preliminary tests and reviews is outlined in Pearson's *Spelling Notebook*, which is a spelling blank convenient for use with this book.